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Contents and Abstracts

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A Digital Divide? Assessing Self-Perceived Communication Competency in an Online and Face-to-Face Basic Public Speaking Course	48
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Previous research has documented an inverse relationship between speaking anxiety and self-perceived communication competence (SPCC). However, a recent assessment case study of an online basic public speaking course revealed that while the course decreased students' speaking anxiety, it failed to increase their SPCC. Prompted by this surprising discrepancy and bolstered by continuing calls for increased exploration of educational quality of online public speaking courses, the current study compared SPCC between online (n = 147) and face-to-face (F2F) (n = 544) delivery of the large, standardized, multi-section basic public speaking course at our institution. Pretest scores of students' overall SPCC were not significantly different between learning modalities. By the end of the F2F course, students perceived significant increases in SPCC. In stark contrast, however, the online sections failed to produce significant changes in SPCC. These findings suggest that the online basic public speaking course at our institution may not be designed in a way which promotes the development of SPCC—an important marker of our programmatic assessment. These results also draw attention to the need for further research assessing the comparison of delivery methods of the basic communication course and further discussion of best practices for online delivery of the course.

Assessing the Effects of a Public Speaking Course on Native and Non-Native English Speakers 87

Tara Suwinvattichaiporn,
Melissa A. Broeckelman-Post

This study tested whether there is a difference in the benefits of a traditional public speaking course for Native English Speakers (NES) and Non-Native English

Speakers (NNES). The study assessed changes in Communication Apprehension (CA), Self-Perceived Communication Competence (SPCC), and Willingness to Communicate (WTC) before and after participants took the traditional public speaking course. The findings indicate that NES and NNES had equal benefits and growth in these self-report measures and suggest that we should further investigate which public speaking course structure is most beneficial for NNES.

The Unaware, Accurate, and Overly Critical: Video Technology Use of Improving Public Speaking Competency	116
Luke LeFebvre, Leah E. LeFebvre, Mike Allen	

Students often hold overly favorable views of their public speaking skills. In this study, students set goals prior to speaking, and then assess the presentation via video replay. Although some basic courses use video, the technology is not standard practice nor consistently utilized to aid student skill development for speechmaking. Differences between students' self-estimated and earned grades students were categorized into five estimator groupings. Study 1 (N = 102) results indicated video self-evaluation positively influenced student ability for predictive goal-setting, improved accuracy for assessing speech quality, and diminished overestimation from the informative to persuasive speech. To further explore the findings and address the limitations of Study 1, a second study was conducted. Study 2 (N = 622) results supported Study 1 findings. We discussed how video technology use, as a pedagogical tool, enhances public speaking competency for students in the basic course.

Assessment of Student Learning Gains
in Oral Competency 166

Lynn O. Cooper, Rebecca Sietman

The basic course in communication has a well-established record of enhancing oral competency, which plays a primary role in personal, academic, and professional success. However, there is limited empirical support to substantiate that the ways we teach this course are responsible for these gains. A 24-item Likert-like scale instrument developed from the eight Competent Speaker categories (Morreale, Moore, Taylor, Surges-Tatum, & Hulbert-Johnson, 1990; Morreale, Moore, Surges-Tatum, & Webster, 2007; SCA, 1993) has been reliably used for the past decade in campus pre- and post-assessments. In Study One, measures of 2485 students taking the basic course over the past six years suggest that students are learning what we think they are learning, and retain knowledge, skills, and motivation after taking the basic course in oral communication. Importantly, Study Two measures post-post-assessment of 468 students that confirmed learning gains in knowledge and skills were maintained over time.

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